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AN APPRAISAL OF SCHOOL DISTRICT REORGANIZATION IN THE
NORTH MAHASKA COMMUNITY SCHOOL DISTRICT

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CHAPTER I

INTRODUCTION

On July 1, 1958 the North Mahaska Community School District came into being. This was a newly reorganized district originating from twenty-nine small independent districts and covering 181 sections of land located in the northern part of Mahaska County, which was in the third tier of counties from the southern boundary of Iowa.

I. STATEMENT OF THE PROBLEM

Statement of the problem. The purposes of this reorganization as they were published in the New Sharon Star in 1958 prior to reorganization were largely three-fold as follows: (1) to furnish the best possible educational program for all of the children in the area, (2) to do so at the least possible cost, and (3) to provide for a fair distribution of these costs among all groups of people.¹

In order to furnish the best possible educational program for all of the children in the area, the following realizations were stated by the citizens committee report-

¹The New Sharon Star, February 27, 1958.

ing on curriculum:¹

1. That to acquire qualified teachers with adequate or superior college background requires an offering of higher salaries and good facilities. Instructors should teach in their major fields.
2. That this proposed area is rural in nature, therefore, a stable to decreasing population is anticipated.
3. That the present elementary and high school facilities be geared to the needs of the elementary and high school students providing the best possible environment for formal and social education.
4. That the curriculum offered must meet the needs of both those students desiring college education following high school and those who desire immediate employment or home-making pursuits.
5. That students will have a reasonable freedom of choice of subject matter.
6. That the public school cannot assume all the responsibilities for the educational growth of the individual. There are still many parental obligations.
7. That the sudden emphasis on scientific education does not lessen the importance of any subject which helps to build the well adjusted member of society.

Also in trying to provide the best possible educational program, the following recommendations were made:²

1. Seek to employ a full-time art instructor for the district.

¹"A School Reorganization Proposal of the People, by the People, and for the People's Children in North Mahaska County and Adjoining Areas", 1957, (Mimeographed.)

²Ibid.

2. Seek to employ a full-time speech instructor.
3. Provide an adequate extra curricular program and an adequate physical education program.
4. Provide a remedial reading program at every age level.
5. Provide a good school lunch system in every unit.
6. Provide adequate testing programs---aptitude, ear and eye, etc.
7. Continue to use the services of the county nurse.
8. Improve the library systems under the supervision of a trained librarian.
9. Cooperation in the county special school effort.
10. Offer student insurance.
11. Provide for a guidance program at every grade level, personal and complete, with permanent records kept in the administrative offices, and under the supervision of a highly qualified guidance instructor.
12. Cooperate on college-sponsored career days at the junior high level instead of, or in addition to, that at the senior high level.
13. Make facilities available for adult education if desired in the future.
14. Provide adequate transportation for all students at each attendance center.
15. Make adequate building facilities available to house the educational program. Combination rooms should be reduced in number.
 - (a) Elementary centers be maintained at Barnes City, Lacey, and New Sharon, with as equal number of students and equal curriculums as possible.
 - (b) High school centers be operated at Lacey and

New Sharon, and if and when a new building is needed, it be geographically located in the central part of the district, so long as it does not enter a town.

With these realizations and recommendations in mind, it was the purpose of this study to appraise this district, after the completion of its fourth year, to determine the extent to which these aims had been accomplished.

Importance of the Study. Due to the many problems which often arise with reorganization and the difficulties involved in solving them, the original goals of the reorganization are sometimes forgotten or laid aside. Therefore, it was necessary to take a look at what had happened since those early planning stages and determine whether the basic goals had been reached or plans were being carried out for the future realization of these goals.

II. PROCEDURE

A review of the related literature was made to show the progress and advantages of school district reorganization. Information was obtained by personal interviews from the administrative offices of the schools at Barnes City, Lacey, and New Sharon and the office of the Mahaska County Superintendent at Oskaloosa. This information contained the plans for reorganization as well as records of the location and size of the area, enrollments, teachers,

transportation, salaries, curriculum, plant facilities, and finance. These records were for 1957-58, the year before reorganization, and for the years since reorganization. Then a comparison of what was present prior to reorganization, what was planned for by the reorganization, and what was available since reorganization was made in each of the categories listed. From a summary of these findings, conclusions and recommendations were made to determine the extent to which the objectives of this reorganization had been accomplished.

III. REVIEW OF THE LITERATURE

Much has been written in regard to school district reorganization, but this review has been limited to articles showing the progress and advantages of reorganization. The purpose of this review was to show the need for reorganization and why school district reorganization is important.

Although reorganization has been making its greatest strides in recent years, a study shows that the National Education Association first endorsed a "plan for larger units in school organization and administration" as a means toward greater economy and efficiency as early as 1914.¹

¹"Bigger and Fewer School Districts," National Education Association Research Bulletin, XXXVIII (February 1960), 15-17.

In 1931 the U. S. Office of Education began reporting the number of administrative units. That year 127,442 units were reported with an average district enrollment of two hundred pupils. In 1960, 40,605 units were reported, averaging nine hundred pupils each. This was an elimination of 68.1 per cent. Mississippi was leading the states in reorganization by percentage, going from 5560 districts to 151 for an elimination percentage of 97.3 per cent. Eight states have eliminated eighty per cent or more, with Illinois eliminating more than ten thousand and New York more than eight thousand districts. Iowa's progress in reorganization of districts was relatively slow until 1950. In 1931, 4870 districts were reported in Iowa. By 1940 there were still 4869 and in 1950, 4652, but by 1960 Iowa had reduced to 2052 districts for an over all per cent of reduction since 1931 of 57.9 per cent.¹

A conclusion reported in the study indicated that there was still a need to eliminate about one-third of the remaining districts in order to afford the best opportunities for school children. However, most reorganizations have been delayed for five basic reasons. They are: (1) politically ambitious local-school trustees unwilling to be displaced,

¹Ibid.

(2) false local pride, community acceptance of the status quo, and resistance to change, (3) misconceptions of what a reorganized district would mean, (4) cumbersome procedures for reorganization, and (5) state school finance structures in some states, favoring small districts.¹

In a report by Ludeman the "single common school district" was described as an area of about nine or ten square miles with one rural school and one teacher under the supervision of a rural school board. It was further pointed out that as a general rule families are growing smaller, fewer farmers are working bigger farms with better machines, and districts this size may contain as few as ten pupils or less. This results in higher costs per pupil, loss of pupil interest in school because of lack of competition and rivalry, and a declining effort by teachers to put over a real program.²

Bon Homme County, South Dakota was such an example. Here eighty-two common school districts existed with one school and one school board of three members for each district. This made an arrangement of 246 board members in

¹Ibid.

²W. W. Ludeman, "Bigger Districts, Bigger Schools, Better Results," Educational Administration and Supervision, XXVI (September 1940), 472-474.

charge of eighty-two schools and eighty-two teachers.¹

Ludeman further pointed out the progressive outcomes of larger districts. Fewer schools to operate made possible increased teachers' salaries, which would logically call for increased training and would attract better talent into the profession. With fewer schools to provide for, the level of teaching apparatus would rise along with reference material and general library facilities. Required standards could then be set higher to bring about improvement. Then, increased enrollments, plus the added equipment and better-trained teachers should bring improved pupil results.²

Chisholm reported that assessed valuation of school districts was increased greatly as a result of district reorganization. Tax levies tended to remain constant in Illinois and Missouri but were reduced in Nebraska. The cost of instruction rose in Illinois and Missouri. Transportation costs were found to be affected most in Illinois, particularly by sparsity of population, salaries of bus drivers, and a limitation of transportation to home-school trips. Reorganized school districts were offering add-

¹Ibid.

²Ibid.

itional and expanded educational services.¹

In a report on the reorganization of the Pinconing area schools, Pinconing, Michigan, Wickstrom stated that this was a successful reorganization. This enlarged district had an assessed valuation of \$15,000,000, two thousand pupils, and an area of 215 square miles. The favorable results of this reorganization were attributed to: (1) the improvement of the educational facilities for all children, (2) a large representative group of people involved, (3) the plans for educational improvement laid out step by step, (4) simple and effective language, (5) students not being transported over long distances, and, (6) educational planning being made a part of community planning. The over-all results were better education opportunities, a larger tax base, a more economic administration, and more equity in the tax load.²

Mumper pointed out that the major concern in any reorganization program is to make possible to all children residing in the area, an over-all educational program con-

¹Leslie L. Chisholm, School District Reorganization, (Washington, D.C.: American Association of School Administrators, 1958), 88.

²P. A. Wickstrom, "Larger District, Greater Opportunity; Pinconing Area Schools, Pinconing, Michigan," School Executive, LXXVIII (November 1958), 60-61.

tinuous through the thirteen years from kindergarten to a high school diploma, based on the needs of its youth and adults alike. Mumper stated that the three most important phases of an adequate educational program are the curriculum, the teaching personnel, and the physical plant. School districts which are too small cannot offer the best opportunities in these three areas, and therefore, cannot offer an adequate educational program. He offered two plans of school district reorganization for Woodbury County in Iowa, which he felt would improve the educational opportunities for the people of that county.¹

Another report by Chisholm was concerned with school district reorganization in the State of Washington. Over ninety per cent of the geographic area of this state was reorganized which included more than ninety-seven per cent of the state's school children. The main objections before reorganization were threefold: (1) that it would take the schools away from the people, (2) that reorganization was aimed at bureaucracy and that those who promoted it were bureaucrats, and (3) that reorganization meant centralization of control of education in the hands of a few in the state capitol and federal officials. Three answers were

¹James G. Mumper, "Reorganization of the School Districts of Woodbury County, Iowa," (unpublished Master's thesis, Drake University, Des Moines, Iowa, 1948) 8-22.

given to this. The basic aim of reorganization was to create school districts which, under given social and geographical conditions, made it possible to provide children the best possible educational program. The control of the school district was best if kept chiefly in the hands of the parents. Secondly, the nature of the reorganization laws stated that a proposal must originate with county committee members chosen by local school boards. The proposal must be approved by a state committee of laymen and board members. And thirdly, final approval must be by a vote of the people of the proposed area. The voters should choose personnel on the boards who are respected citizens of the people.¹

A report by Strolle was concerned with the problem of how to speed up reorganization. He stated that the fastest way would be to hire an expert to draft an ideal plan and get the people to accept it without question. However, the American people have minds of their own, and if forced by law, their attitudes still may not change. People have a basic fear of change and dread of possible urban domination. They are afraid they will lose control. These

¹Leslie L. Chisholm, "Will District Reorganization Take the Schools Away From the People?", The Nation's Schools, XXXVIII (October 1946), 28-29.

fears need to be dispelled, according to Strolle. Michigan found the answer in organizing local citizens' committees to study problems concerning school district reorganization. Leadership in organizing these groups came from local school administrators, the county superintendents, and the department of public instruction. One important field that was studied was financing the reorganization. Three questions which were dealt with were: (1) Do we have the funds?, (2) Are we spending wisely?, and (3) Are we doing our share?¹ Strolle concluded:

Progress in school district reorganization is more rapid and is accomplished with a minimum of conflict when the people who are affected by the change have had an opportunity to participate in the study and the planning for the new district. Most people want the best education for their children and will pay their fair share of the cost if they can see advantages.²

In a report by Ackley, the per pupil costs in education have no significance except in terms of what the dollars have purchased.³ Ackley stated:

When the dollars are spread over more subjects and services than the school system can provide to groups

¹Roland S. Strolle, "Educating Citizens for Reorganization," The Nation's Schools, LVIII (December 1956), 48-49.

²Ibid., 49.

³C.E. Ackley, "Economy Through Organization of School Districts," American School Board Journal, CXXVIII (June 1954), 48.

of reasonable size, that is poor economy. Likewise, when pupils are spreading time and efforts over so many subjects and activities that fundamentals are not mastered, that is poor economy.¹

In a study by Butterworth, two different types of school reorganization were reported. They were: (1) when the county became the basis for a local school district, and (2) when the community based upon a village and its near-by farm territory formed a school district. A third type of reorganization, called an intermediate district, may be created when a number of reorganized districts form a larger single unit. The intermediate district had certain functions that lay between the local district and the state. By this method certain facilities that individual districts could not offer may be provided.²

According to Butterworth, there were three major problems to consider before reorganization might occur. The first was to determine what kind of reorganization was desirable. In doing so, it was better to err in the direction of a large program, as it was not easy to change a pattern of reorganization once it had begun. The second

¹ Ibid.

² Julian E. Butterworth, "What Research Advises on School District Organization," The Nation's Schools, XLVIII (July, 1951), 52-55.

question was to determine how large the enrollment would be. The minimum standard suggested was one hundred seventy-five pupils and seven teachers in grades kindergarten through six and three hundred pupils in grades seven through twelve. A larger enrollment would be better if possible. A third problem to be determined was where the boundaries should be made. It was best to establish a district which was more or less, coterminous with the sociological area in which people had their most important contacts. In addition to these problems, some questions usually asked by persons involved in reorganization were: (1) How satisfactory are the present facilities?, (2) How many kinds and numbers of rooms are needed?, and (3) How much will it cost? In general, school reorganization was more costly in the rural areas than in cities. Butterworth suggested that the state should realize this and give more aid based on some kind of sparsity-correction factor.¹

A report was made by Eisemann, which stated that children in reorganized districts did actually learn more. Two districts in Wisconsin, the Winneconne District and the Denmark District, were used. Each of the children in the sixth grade of the two schools was tested and evaluated to determine the achievement levels after five years in

¹
Ibid.

their respective school system. In this study all factors such as native intelligence, chronological age, and qualifications of teachers were kept as equal as possible. The availability of resources and facilities favored Winneconne. There were also more specialists in certain fields. However, the Winneconne per pupil cost was about ten per cent higher. The Winneconne youngsters had superior scores in reading, arithmetic, science, social studies, and total achievement. Where potential advantages existed, such as teacher experience and financial capacity, the Denmark area appeared to be more favorable. The study seemed to prove that school district reorganization was one of the more important factors in higher educational achievement among Winneconne sixth grade pupils.¹

Another area of reorganization reported on by Butterworth was transportation. Things considered were the maximum haul in time or distance, pick-up points, whether the service was to be provided by a district-owned or a contract system, and how vehicles should be selected and paid for. There were also certain policies which should be administered. They covered such things as laying out routes, selecting equipment, inspecting and repairing

¹ Carl Eisemann, "In Reorganized Districts Children Do Learn More," The Nation's Schools, LIX (June, 1957), 61-63.

vehicles; selecting, supervising, and training drivers and keeping cost accounts and other essential records. Three important areas in transportation were (1) safety, (2) efficiency, which involved comfort, the least amount of time, good drivers, and the correct size of busses, and (3) cost. Butterworth stated that larger districts were more economical because (1) supplies and equipment could be purchased cheaper in quantities, (2) more efficient routes could be laid out, (3) all the major repairs could be made at one center, (4) larger storage garages could be constructed, (5) only one supervisor was needed who was well trained for efficiency and economy, and (6) there was greater flexibility in allocation of vehicles so all came close to capacity.¹

Campbell reported that four studies had been done on the factors that influenced decisions on district reorganization. Such things as personal feelings, opinions, and influence of friends and neighbors were taken into account. The data seemed to support the proposition that, while facts about curricular offerings, pupil services, school plant facilities, and relative costs were important considerations, even more important were personal feelings,

¹ Julian E. Butterworth, "What Effect Has the Size of District on Pupil Transportation," The Nation's Schools, XLIV (August, 1959), 42-44.

and the influence of friends and neighbors. Campbell so concluded that an administrator was not likely to fail if he: (1) always kept in mind the personal feelings, habits, and beliefs of the people, (2) worked within the social framework of the community, (3) established a face-to-face relationship with local board members, and (4) relied on local leaders to assure their neighbors that the new arrangements made sense.¹

¹Roald F. Campbell, "Feelings are Facts in School District Reorganization," The Nation's Schools, LVII (March, 1956), 58-60.

CHAPTER II

EVALUATION OF THE REORGANIZATION

In this chapter eight different categories are presented: size of area, enrollment, teachers, transportation, salaries, curriculum, plant facilities, and finance. In each of these categories a comparison of what was present prior to reorganization, what was planned for by the reorganization, and what was available since reorganization was made.

I. SIZE OF AREA AND ENROLLMENT

Area and enrollment before reorganization. In 1957, prior to reorganization, thirty independent districts were under consideration to form the North Mahaska Community School District. The names of these districts, the area in square miles, and the enrollments of both elementary and high school resident pupils living in these districts are shown in Table I. These districts center themselves around the three town sites of Barnes City, Lacey, and New Sharon. A kindergarten through twelve school existed in each of these three town sites. New Sharon, the largest town, approximately eleven hundred, was most nearly in the population and geographical center. Lacey, with an area of 26.3 square miles, was the second largest district,

TABLE I

NAME, AREA, AND ENROLLMENT OF DISTRICTS CONSIDERED
FOR THE NORTH MAHASKA COMMUNITY SCHOOL DISTRICT¹

Name of District	Area in Square Miles	Resident Pupils	
		H. S.	Elem.
*Barnes City			
Consolidated	16.5	31	63
Lacey Consolidated	26.3	34	78
New Sharon	4.3	59	142
Totals.	46.3	124	283
*Monroe Twp.	22.6	10	52
Darland.	4.0	0	3
*Johnson.	4.8	0	2
*Allgood.	5.2	2	16
Chapel Hill.	3.9	5	9
North Center	4.4	6	8
Elm Grove.	6.0	6	8
*Richland Twp.	26.0	3	14
Prairie.	27.9	14	49
Taintor.	4.1	2	20
*Granville.	5.3	2	20
*Sugar Creek.	11.6	14	32
Fairview	3.7	7	12
McMains.	4.0	4	16
Victor	3.5	4	16
Mormon Point	3.5	2	5
Sandridge.	4.1	2	5
Center	4.0	4	4
Riggs.	4.0	1	9
Kisor.	4.7	3	12
Oak Grove.	3.9	3	10
Norwegian.	2.6	1	5
Star	5.1	7	4
Browntown.	4.3	1	1
Lowe	3.1	2	7
Vail	4.1	6	7
*Centennial.5	0	0
Total Rural	181.0	100	341

TABLE I (continued)

<u>Name of District</u>	<u>Area in Square Miles</u>	<u>Resident Pupils</u>	
		<u>H. S.</u>	<u>Elem.</u>

Total Town and Rural . . .227.13 324.. 624

* These districts were not entirely included in the proposal.

¹Records from the office of the Superintendent of the North Mahaska Community School District.

in size of area, of the proposed reorganization. However, other than the school, only a few resident houses, a church, and garage existed at this site with no actual town or business buildings present. It was not an incorporated town. Lacey lay in the southern part of the proposed district. Barnes City, an incorporated town of about three hundred people, lay in the northeast corner of the proposed area.

In addition to these three schools, rural schools were also being operated in four of the other districts in 1957. They were the Success School in Prairie Township, the Granville School in the Granville District, the Center School and the East Valley School both in Monroe Township.¹ However, the logical hub for this reorganization centered around New Sharon, since it had the largest school and

¹Records from the office of the Mahaska County Superintendent, personal interview.

population, and was the most centrally located.

Reorganization plans for area and enrollment.

When the final plans for reorganization were drawn up, some of the districts did not choose to join in their entirety. Therefore, only a part of these districts were in the North Mahaska Community School District at the time of this study. They were the Monroe Township (eighty per cent), Richland Township (twenty per cent), the Granville District (ninety-five per cent), the Barnes City District (forty per cent), the Johnson District (eighty-eight per cent), and about forty per cent of the Sugar Creek District in Poweshiek County.¹ Also, two districts, Allgood and Centennial, were dropped from the original planning. After reorganization had taken place, about ten per cent of the Centennial District was annexed. A map of the proposed district is shown in Figure 1. This district covered approximately 186 square miles and was to serve approximately 815 pupils. However, in 1961-62, there were 854 pupils in the district. A peak of 942 has been predicted for 1967-68.²

¹Records from the office of Superintendent of the North Mahaska Community School District.

²Dr. S. J. Knezevich, "An Evaluation of School Plant Facilities in the North Mahaska Community School District and a Determination of Future Needs" (College of Education, State University of Iowa, Iowa City, Iowa, August, 1959), 7 (Mimeographed.)

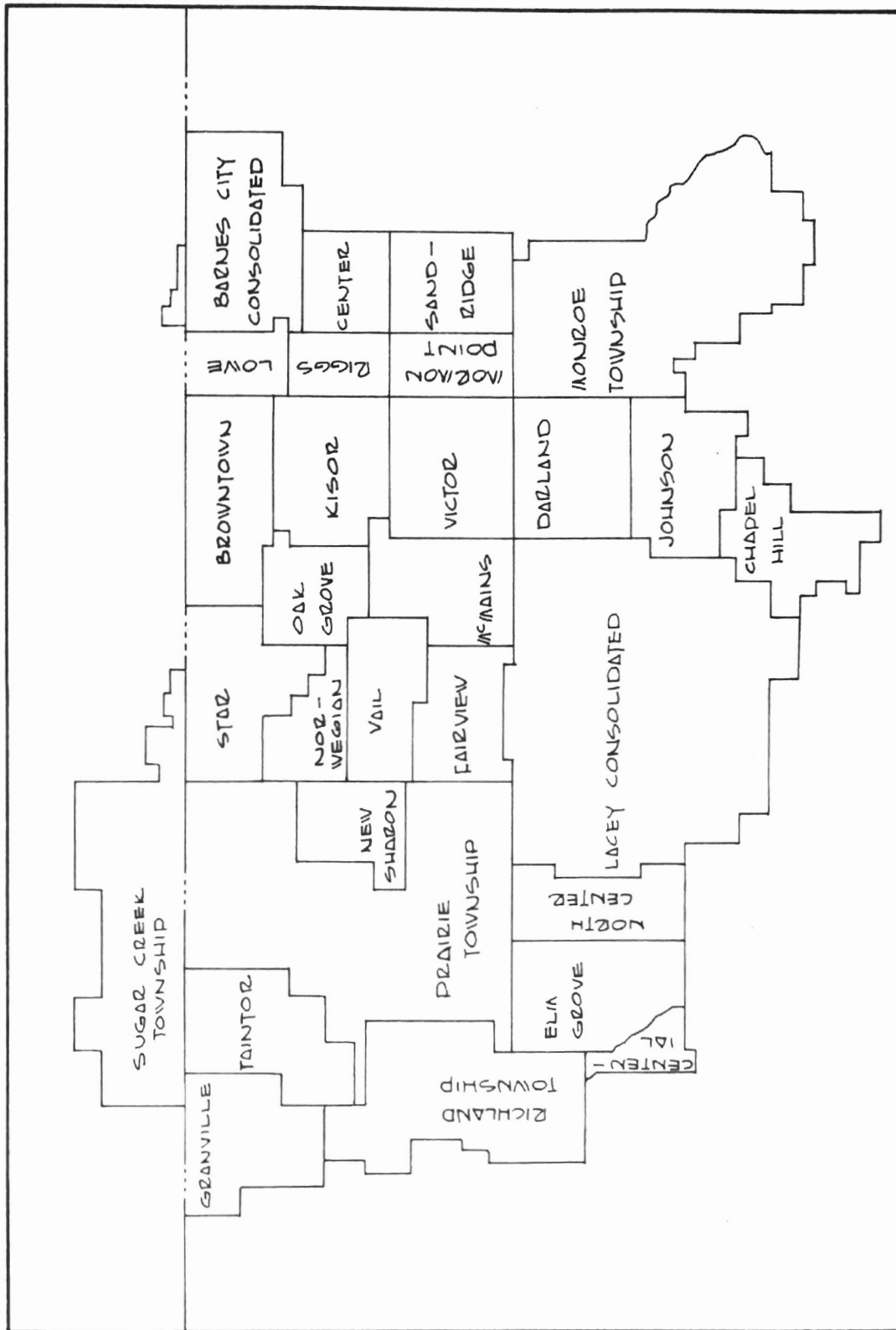


Figure 1. Proposed North Mahaska Community School District

According to an enrollment study by Knezevich, facilities in the North Mahaska Community School District must be large enough to accommodate about five hundred pupils in grades kindergarten through six, and an additional four hundred to four hundred and fifty in grades seven through twelve. His study predicted a slight increase for the years ahead, probably about ten per cent of the total for all grades in the first year of reorganization, which was 846 pupils. The long range outlook, beyond 1970, appeared to be one of stability to perhaps a slight decline from present levels.¹

Present area and enrollment. Summarizing the report of area and enrollment, thirty districts were under consideration for the proposed North Mahaska Community School District and twenty-nine districts or portions of districts actually comprised this reorganization in 1961-62. They covered 188 sections of land and approximately 186 square miles. Seven schools were in operation in 1957 in these districts prior to reorganization, three town and four rural. During 1961-62, only the three town schools were used. An enrollment of 829 pupils existed in these twenty-nine separate districts in 1957. There were 846 attending

¹ Ibid., p. 8.

during the first year of reorganization and 854 attending in 1961-62. The future probably will show a slight increase until 1970 and then stability or even a slight decline.

II. TEACHERS

One of the advantages of reorganization was the improvement in teaching personnel, made possible because the larger district could offer better salaries which attracted better trained teachers or gave teachers an incentive to get further training. It also, in most cases allowed the teacher to teach in his major field. This might not always be possible in a small school system where a teacher could have to fulfill many duties for which he was not actually trained. The over-all result of better salaries and teaching in one's field of major interest should usually be better pupil instruction.

Teachers before reorganization. In 1957-58, prior to reorganization there were twenty-two teachers at New Sharon, including the two administrators who had teaching duties. Ten of these taught in high school, eleven in elementary and junior high, and one in a special room for the mentally retarded. There was no salary schedule and salaries ranged from \$2850 to \$5885, which was the amount

paid to the superintendent. The total payroll was \$81,710.08 or an average of about \$3714 per teacher. The amount of training ranged from sixty semester hours to a master's degree held by the superintendent and the instrumental music teacher. Eleven of these teachers held at least a bachelors degree and the other eleven ranged from sixty to one hundred five semester hours. The amount of teaching experience ranged from one to thirty-one years with an average of 8.9 years.¹

At Lacey in 1957-58 there were thirteen teachers, including the superintendent, who also taught. There were seven teachers in high school, all holding at least a bachelor's degree and the superintendent held a master's degree. The training of the six elementary teachers ranged from fifty-one semester hours to ninety-three. There was no salary schedule and all of the elementary teachers received \$3,000 each. The superintendent received \$5,300, the coach and music teacher each received \$4,500, and the rest each got \$3,850. The total payroll for the thirteen teachers was \$47,700 for an average salary of \$3,746. The amount of experience in teaching ranged from three to nineteen years with the average being eight and one-half

¹Records from the office of the Superintendent of the North Mahaska Community School District.

years. All were teaching in their desired field although they also had other duties. Three of these teachers in elementary teaching at Lacey taught a combination room of two grades in one classroom.¹

At Barnes City in 1957-58 there were nine teachers, including the superintendent who also had teaching duties. Five of these teachers had at least a bachelors degree and the superintendent held a master's degree. The training of the other four ranged from forty-seven to eighty-nine semester hours. There was no salary schedule. The superintendent received \$5,800, the coach and music teacher \$4,200 each, one high school teacher \$3,800 and the other \$3,400, and all elementary teachers got \$2,600 each. The total payroll was \$31,800 for an average of about \$3,533 per teacher. Most taught in their desired field but had many other duties as well. The amount of teaching experience ranged from two to forty-one years with the average being about fourteen years. There were four combination elementary rooms at Barnes City in 1957-58.²

In addition there were four elementary teachers in

¹ Records from the office of the Principal of the Lacey School.

² Records from the office of the Principal of the Barnes City School.

the four one-room school houses that were still in use in 1957-58. Their salaries ranged from \$2,700 to \$3,006, and their amount of training ranged from thirty to thirty-four semester hours. They had a combined total of eighty-four years of experience or an average of about twenty-one years each.¹

So, this made a total of forty-eight teachers, including the three superintendents who were teaching in the proposed area of school district reorganization in 1957-58. Four had masters degrees, nineteen had bachelors degrees, and twenty-five had training ranging from thirty to one hundred and five semester hours. The total payroll for these forty-eight teachers was \$172,697.08 or an average of \$3,597.85 per teacher.

Reorganization plans for teachers. The reorganization plans called for one superintendent, unit administrators to head each of the three schools, twenty-eight elementary teachers and nineteen high school teachers. All teachers were to teach in their major field only, if possible, and the number of combination rooms was to be cut

¹ Records from the office of the Mahaska County Superintendent, personal interview.

down.¹ A salary schedule was mentioned but this proposal was not put into writing at that time. However, in 1959 a salary schedule came into being, with a base salary of \$4,000 for a bachelors degree and no experience. This schedule has since been revised and the revised schedule is shown in Table II.

Present teacher information. In 1961-62 there were forty-six teachers in the North Mahaska Community School District plus one superintendent. Sixteen of these taught in high school and thirty taught in grades kindergarten through eight. Twenty-eight of these teachers had at least a bachelors degree, eleven had from ninety semester hours to just short of a bachelors degree, and seven teachers had from sixty to eighty-nine semester hours. All are teaching in their chosen field. The sixteen high school teachers received a total of \$83,155 or an average of \$5,197.18. The thirty elementary teachers received a total of \$127,000 or an average of \$4,233.33. Over all, salaries ranged from a low of \$3,300 to a high of \$7,000. The total paid to the forty-six teachers was \$210,155 or an average of \$4,568.59. There was only one com-

¹"A School Reorganization Proposal of the People, by the People, and for the People's Children in North Mahaska County and Adjoining Areas", 1957, (Mimeographed.)

bination room left in the district, third and fourth grades at Barnes City, and that only for a half day.¹

TABLE II

REVISED BASIC SALARY SCHEDULE FOR THE NORTH
MAHASKA COMMUNITY SCHOOL DISTRICT*

Effective July 1, 1962					
Base Salary for B.A. Degree-\$4,200 Annual Increment-\$120					
Step or Year	60-89 sem. hrs.	90 hrs.-B.A.	B.A.	M.A.	Year
1	\$3300	\$3700	\$4200	\$4600	1
2	3420	3820	4320	4720	2
3	3540	3940	4440	4840	3
4	3660	4060	4560	4960	4
5	3780	4180	4680	5080	5
			4800	5200	6
Salary Raise Limitation During Any One			4920	5320	7
Year			5040	5440	8
60-89	\$300		5160	5560	9
89-B.A.	\$400		5280	5680	10
B.A. to M.A.	\$500		5400	5800	11
M.A. and above	\$600			5920	12
				6040	13
				6160	14
				6280	15

The Board reserves the right to deviate from the schedule when necessary. It serves only as a guide and shall not be construed as a binding instrument. Special teachers are not on the schedule. Additional amounts may also be paid at the direction of the Board for extra duties.

The following number of years of experience will be accepted:

M. A. degree	6 years	90 hrs. to B. A.	4 years
B. A. degree	5 years	60 to 89 hrs.	3 years

¹ "Budget for the North Mahaska Community School District", 1961-62, (Mimeographed.)

TABLE II (continued)

Training Barrier-All teachers who have less than a M. A. degree must obtain 5 semester hours of credit every 5-year period to continue on the yearly increments.

Extra Increments

Class plays-\$100 per play	Track coach-\$200
Head football coach-\$400	Dramatics (if 3 classes)-\$100
Assistant football coach-\$300	Dramatics (if 4 classes)-\$250
Boys' Basketball coach-\$350	Junior class sponsors-\$100
Girls' Basketball coach-\$350	Girls' Basketball chaperone-\$80
Baseball coach-\$200	Annual sponsor-\$100

*Salary schedule from the office of the Superintendent of the North Mahaska Community School District.

III. TRANSPORTATION

The area of transportation was one which was usually questioned by the people involved in a reorganization, since the new district covered a greater territory which involved longer routes, more time spent on the busses by the children, and more cost. However, many of the time and distance problems could be solved by having enough busses and drivers and making correct use of them. The added cost was usually outweighed by the other advantages that the reorganization could offer.

Transportation before reorganization. In 1957-58 at New Sharon there was an average of 232.14 pupils transported per day at an average cost of \$79.24 per pupil per

year. There were seven busses, one of which was a spare, and six drivers. They covered 361 miles per day or 64,619 miles for the school year. The total cost for the operation was \$18,394.03.¹ At Lacey the average number of pupils transported was 192.1 per day at an average yearly cost of \$60.16 per pupil. Lacey had six busses and six drivers, who covered 377.6 miles per day or 67,590.4 miles for the year. The total cost for transportation at Lacey was \$11,156.24.² And at Barnes City an average of 62.5 pupils were transported daily at an average yearly cost of \$64.71 per pupil. Three busses and three drivers covered 115 miles per day or 20,590 miles per year. The total operational cost at Barnes City was \$4044.48.³

This made a total of 486.74 pupils who were transported each day on the average in the three schools during 1957-58, at an average cost of \$68.04 per pupil per year, if they had been figured together at that time. There were sixteen busses, including one spare, and fifteen drivers who were covering 853.6 miles per day for a total

¹ Records on transportation from the office of the Superintendent of the North Mahaska Community School District.

² Records on transportation from the office of the Superintendent of the North Mahaska Community School District.

³ Ibid.

of 152,799.4 miles per year. The total cost of the three operations was \$33,594.75.

Reorganization plans for transportation. The reorganization plans for transportation by the citizens committee were very general, since they felt that the exact routes and details should be determined by the superintendent and the board of education when the exact boundaries and attendance centers were determined. However, they recommended that the spoke system of bus routing be used, with the pupils living the greatest distance from school being picked up first; that each attendance center should have its own system of transportation, or in other words, a bus should not pick up both elementary and high school students who will be delivered to two or more attendance centers; that no student should be required to ride more than fifty minutes between his home and school; and that kindergarten pupils be transported to their homes after each half day of school attendance.¹

Transportation since reorganization. In 1961-62 regular routes brought the pupils to the three attendance centers and express busses shuttled back and forth between

¹"A School Reorganization Proposal of the People, by the People, and for the People's Children in North Mahaska County and Adjoining Areas", 1957, (Mimeographed.)

Barnes City and New Sharon (twelve miles) and between Lacey and New Sharon (six miles), carrying junior high and high school students on separate busses. These express busses stopped only to make exchanges with other busses at pre-arranged places, but not at individual farms. The students who rode these busses left their attendance centers early enough so that they arrived at regular dismissal time. The earliest morning pick-up was 7:35 A.M., which was the same as before reorganization. The spoke system was followed where possible but was not entirely in effect. No student rode more than fifty minutes between home and school and most of them rode considerably less. Kindergarten students went only half days at Barnes City and New Sharon but full days at Lacey.

In 1961-62 an average of 595 pupils were transported per day and a total of 620 pupils received transportation. The average yearly per pupil cost was \$80.20. There were nineteen busses and fifteen drivers who covered 1,060 miles per day or a total of 189,740 miles per year. The total cost of transportation in 1961-62 was \$47,717.35.¹

IV. SALARIES OTHER THAN CLASSROOM TEACHERS

The teachers' salaries have been reported. The

¹Records on transportation from the office of the Superintendent of the North Mahaska Community School District.

general improvement came when the district adopted a salary schedule and proceeded to put each teacher on his proper step. For some, who had been underpaid for years but who actually qualified for much more money on the schedule, it takes several years of maximum raises to reach the proper level. Some of the teaching personnel were not actually on the salary schedule, such as administrators and the special room teacher, but the salary schedule raises have proportionately affected other salaries favorably.

Other staff members' salaries have also improved since reorganization. Salaries not mentioned before but reported at this time were those of the superintendent, the secretary of the superintendent, the bus drivers and mechanics, the cooks, and the custodians.

Salaries of the superintendent and secretaries.

Since the job of superintendent of the reorganized district was a new one, there was no salary to mention prior to reorganization. In 1958-59, the first year of reorganization, the superintendent received \$7,750, and in 1961-62 he received \$9,000. The job of district secretary was also a new one, and she also served as the superintendent's secretary, filling both jobs for a total of \$3,500 in 1958-59. In 1961-62 she received \$4,300. The salaries of the secretaries of the Barnes City, New Sharon, and Lacey

Districts in 1957-58 were \$950 at Barnes City, \$2,500 at New Sharon, and the Lacey secretary was paid \$1.00 per hour, usually working four to six hours per day.¹

Salaries of the bus drivers. At New Sharon in 1957-58 there were five bus drivers receiving \$1,074 each and one driver-mechanic who was paid \$3,900 annually. This made a total of \$9,270 spent on salaries for bus personnel at New Sharon. At Barnes City there were three drivers, two who received \$720 each and one \$360, for a total of \$1,800. At Lacey there were six drivers who received a total of \$4,705. This made a total of \$15,775 paid to fifteen drivers at the three schools in 1957-58 or an average of \$1,051.67 per driver.²

In the first year of reorganization \$20,000 was planned for the salaries of drivers and mechanics.³ In 1961-62 there were a total of fifteen drivers for the North Mahaska Community School District, and they received a total of \$28,343.50. This also included the mechanics'

¹Records on salaries from the office of the Superintendent of the North Mahaska Community School District.

²Ibid.

³"Budget for the North Mahaska Community School District," 1957-58, (Mimeographed.)

salaries. Salaries were based on the length of trip and whether it was a regular route or an express route from one town to another. The range was from \$1.75 for the shortest trip to \$3.25 for regular routes per trip. Total salaries ranged from \$405 for the Barnes City kindergarten route to \$4,240 for the head mechanic, who also drove part time. The average amount per driver was \$1889.56 in 1961-62.¹

Salaries of the cooks. At New Sharon in 1957-58 there were two cooks who received \$1480 each and two others who were paid \$516.80 each. This made a total of \$3,993.60 for cooks' salaries at New Sharon. The two cooks at Barnes City were paid \$1,260 each for a total of \$2,520. At Lacey there were two cooks who received \$1,125 each and one dishwasher who was paid \$810. This amounted to \$3,060 paid at Lacey for help for the hot lunch program. The total amount paid to these cooks in all three schools in 1957-58 was \$9,573.60.²

In 1961-62 there were nine cooks employed in the North Mahaska Community School District and they received

¹ "Budget for 1961-62," op. cit., pp. 11-12.

² Records on salaries from the office of the Superintendent of the North Mahaska Community School District.

a total of \$11,500. Salaries ranged from ninety dollars per month for a five hour day to \$184 per month for the head cook. Most of the cooks worked an eight hour day.¹

Salaries of the custodians. In 1957-58 there were two custodians at New Sharon who received a total of \$6,720, one getting \$3,600 and the other \$3,120.² Barnes City had one custodian at an annual salary of \$3,000.³ Lacey had one custodian who received \$3,200 plus a rent-free house.⁴

In the first year of reorganization \$13,800 was budgeted for custodians' salaries.⁵ In 1961-62, \$16,270 was paid for custodians and helpers, with two men still being used at New Sharon and one each at the other two schools. Salaries ranged from \$3,500 to \$4,290.⁶

¹ Ibid.

² "Budget for the New Sharon Independent School," 1957-58, p. 3, (Mimeographed.)

³ "Budget for the Barnes City Consolidated School," 1957-58, p. 3, (Mimeographed.)

⁴ Records on salary from the office of the Principal of the Lacey School.

⁵ "Budget for North Mahaska," 1957-58, op. cit., p. 11.

⁶ "Budget for North Mahaska, " 1961-62, op. cit., p. 13.

V. CURRICULUM

The most important part of any educational system has always been the curriculum, because it has determined the necessity and functions of all the rest of the related parts. Today's curriculum must be dynamic to keep up with the rapidly changing world.

Curriculum before reorganization. The subjects that were offered at the three schools in 1957-58 are shown in Table III. At the secondary level, English III, mechanical drawing, and driver training were not offered in any of the schools in 1957-58. Also, at Lacey there was no vocational agriculture, shorthand, physics, plane geometry, economics and geography, advanced arithmetic, chemistry, or art. At Barnes City there was no industrial arts, chemistry, solid geometry, trigonometry; and the science facilities were very poor. At New Sharon there was no Spanish, economics and geography, industrial arts II, or art.

Reorganization plans for curriculum. In the recommendations stated earlier, it was indicated that the curriculum offered must meet the needs of both those students desiring college education following high school, and those who desired immediate employment or home-making pursuits. By reorganizing it was hoped that a greater

number of subjects could be offered to more students. There were also some other recommendations which related to curriculum, either directly or indirectly. It was recommended that full-time art and speech instructors be hired for the district, that a remedial reading program be available at every age level, that the library system be improved under the supervision of a trained librarian, and that an adequate physical education program for both boys and girls be offered, as well as an adequate extra-curricular program, that the junior highs compete only on the intramural level in extra-curricular activities, that North Mahaska Schools participate in college-sponsored career days at the junior and senior high level, that an adequate guidance program be employed, that facilities be made available for adult education, and that student insurance be offered. Table IV shows the proposed curriculum for the North Mahaska Community School District.

Present curriculum. The elementary curriculum of the North Mahaska Community School District has not changed very much as far as subjects offered. However, more advanced subjects are taught at lower levels now. The combination rooms have almost disappeared completely, enabling a teacher to concentrate her efforts on one group and to offer more individual attention, if the classes

TABLE III

CURRICULUM BEFORE REORGANIZATION*

 Present Elementary Curriculum

The following subjects are taught in all operating school units of our proposed area:

Reading	History
Arithmetic	Health
English or Language	Civics
Spelling	Art
Music	Geography
Science	Writing
Phonics	Social Studies
Dramatization	Conversation and Story
Physical Education	

Band is offered in Lacey, New Sharon, and Barnes City

 Present Four Year High School Curriculum

The following subjects are taught in New Sharon, Barnes City, and Lacey:

English I, II, IV	Plane Geometry
Algebra I	Typing I, II
General Math or	Business Law
Business Arithmetic	Shorthand
General Science	Bookkeeping
Homemaking	American Government
Speech	American History
Industrial Arts	World History
Biology	Physical Education
Physics	
Chemistry	

TABLE III (continued)

Additional in specified locations:

Barnes City--American Problems	Lacey--Spanish
Office Practice	Consumer Living

New Sharon--Advanced Algebra	Office Practice
Vocational	French
Agriculture	Solid Geometry
Driver's Training	Trigonometry
Art	
Occupations	

Extra Curricular Activities in the three units:

Vocal Music	Baseball
Band	Girls' Softball
Basketball	School Newspaper
(Boys and Girls)	School Annual

Additional at New Sharon are:

Football	F.H.A.
Track (also at Lacey)	Adult Education
F.F.A.	

*Records on curriculum from the office of the Superintendent of the North Mahaska Community School District.

were not too large. Also, better equipment in the grades has made for educational improvement, plus the fact that today in the new district the teachers are better trained for their jobs.

Today all the subjects which were not available are offered except economics and geography, and art is done only on a limited scale. But reorganization has brought more

TABLE IV

PROPOSED CURRICULUM FOR THE NORTH MAHASKA
COMMUNITY SCHOOL DISTRICT*

Elementary: Kindergarten through Sixth

Kindergarten (half-days)

Readiness courses with only the amount of reading recommended by the State Department of Public Instruction.

Phonics

Adequate play area and play time.

First Grade

Reading
Numbers
Spelling
Phonics
Health
Social Studies
Art
Music
Language
Science and Health

Second Grade

Reading
Numbers
Spelling
Phonics
Health
Social Studies
Art
Music
Language
Science and Health
Manuscript Writing

Third Grade

Reading and Phonics
Health and Science
Arithmetic
Spelling
Writing
Art
Music
Social Studies

Fourth and Fifth Grades

English
Reading
Science
Arithmetic
Spelling
Health
Writing
Art
Social Studies
Band lessons and Junior Band
when student is ready

TABLE IV (continued)

Sixth Grade

Reading -- to include stories of Iowa	Art
Social Studies (History and Geography)	Spelling
English	Writing
Arithmetic	Music
	Physical Education
	is required of all students

Recommendations for all elementary:

- (A) Good Library in each room and extensive use of it.
- (B) Emphasis on self-expression and speech.
- (C) One grade per teacher.

Proposed Curriculum for Junior High
Seventh Through Ninth

1. Required for all three grades: Music, Art and Physical Education
2. Departmental type teaching
3. Good audio visual program
4. Use TV educational offerings from our State Colleges
5. Superior Library facilities
6. Competitive sports only within the District, using the Intramural Sports Program.

Seventh Grade

English--Reading
 Language
 Literature
Mathematics
Geography
Science
History
Spelling
Speech

Eighth Grade

Civics
Spelling
Mathematics
English
History
Science
Speech

Ninth Grade

Required: General Science
 English

TABLE IV (continued)

Algebra (Preferred) or General Mathematics
 Industrial Arts
 Home Economics

Elective: Vocational Agriculture
 Vocational Homemaking

The above elective two courses are a part of a four year program which a student may elect and follow through on. If he chooses to take one or the other as the case may be he does not need to take Industrial Arts or Home Economics as those subjects are contained within this elective. F.F.A. and F.H.A. (Future Farmers and Future Homemakers of America) are the clubs relative to this four year program.

Proposed Curriculum for Senior High
Tenth Through Twelfth

Required of all: English II and III
 Science (Biology, Physics or Chemistry)
 Mathematics (beyond Algebra I)
 (This course to be chosen on the basis
 of aptitude of the individual
 student)
 U.S. History and U.S. Government
 World History
 Economics and Social Problems
 Physical Education all three years

Elective for College Preparatory: Geometry
 Typing I
 Latin
 English IV
 Advanced Algebra
 Solid Geometry
 Additional Science course

Other Electives in Senior High:

Home Economics II
 Industrial Art II
 General Mathematics
 Solid Geometry

Physics--Two sections,
 one geared to boys and
 one to girls.
 Chemistry

TABLE IV (continued)

Other Electives in Senior High, Continued

Trigonometry	Speech
Biology	Typing II
Bookkeeping	Foreign Language--
Business Law	Spanish, French, or
Office Practice	German
Art	Music
	Driver's Training

Extra-Curricular Activities:

Journalism----	School Newspaper
Forensic-----	Debate
	Declamation
	Plays
	Oratory
	Radio Speaking
Vocal-----	Boys and Girls Glee Clubs
	Mixed Chorus
	Solos
	Musical Productions
	Small Groups
Instrumental--	Marching Band
	Concert Band
	Pep Band
	Small Groups
	Solos
	Concerts
	Stringed instruments if possible
	Piano instructor be secured to teach
	within the schools certain days a
	week, not hired by the District,
	but school facilities made available.
Athletics-- Girls:	GAA (Girls Athletic Association)
	Softball
	Basketball
	Tennis
	Archery
	Rope Jumping
	Rhythm
	Trampoline

TABLE IV (continued)

Athletics-- Boys:	Football	Wrestling
	Baseball	Intramurals--Com-
	Basketball	petitive sports
	Track	within the District.
	Tennis	Archery
	Tumbling	Trampoline

* "A School Reorganization Proposal of the People, by the People, and for the People's Children in North Mahaska County and Adjoining Areas", 1957 (Mimeographed.)

subjects to more people. The curriculum for 1961-62 is shown in Table V. Some of the recommendations have been followed and some have not.

There were speech instructors at the high school level and speech was offered, but at the grade levels, speech was only integrated into the language part of the curriculum by the regular teacher. There was a county speech correctionist who visited the grade centers once a week for a semester to help those who had been recommended by the regular teacher as needing special help.

There has never been a fully qualified art teacher hired by the district at any level and art was also just integrated into classes as best it could be.

The remedial reading program that was recommended for every age level was only offered as a summer time program at the county level for those who were recommended by

the teachers as needing help and was not on a compulsory basis. This program was done in Oskaloosa and the pupil had to furnish his own transportation.

The library systems have been improved in the district by the addition of many new books, with special emphasis on dictionaries and encyclopedias, and by installing a system of order at each of the schools. However, a trained librarian has never been hired to supervise this program.

The physical education program met all of the state requirements, but in high school each student received only the minimum of fifty minutes per week. There was no woman physical education teacher so this was handled by the men coaches. The level of physical education, by qualified instructors, extended down into the seventh grade. Below this level, the regular teacher was responsible for physical fitness. The physical education program was somewhat handicapped by lack of facilities, such as a swimming pool and a track, and equipment such as a trampoline and adequate tumbling mats.

The extra-curricular program offers a great variety in instrumental and vocal music, forensic, journalism, and athletics at the high school level. North Mahaska has completed at a high level in all extra-curriculars as a member of the Des Moines River Valley Conference. At the

TABLE V

CURRICULUM OF THE NORTH MAHASKA COMMUNITY
SCHOOLS FOR 1961-62*

Administrative setup, K-8-4

Barnes City-Kindergarten through eighth
Lacey-Kindergarten through eighth
New Sharon-Kindergarten through fifth and high
school (ninth through twelfth)

Elementary Educational Program

Kindergarten (one-half day at Barnes City and New Sharon,
full day at Lacey)

Reading readiness
Numbers
Social Studies
Science and Health
Art
Music

Physical education in
Kindergarten through third
grade consists of two fif-
teen minute recess periods
plus a thirty minute noon
period under the supervi-
sion of the classroom
teacher. Grades four,
five and six have the above
periods plus an additional
fifteen minutes each day
for a physical education
and fitness program.
Grades seven and eight have
physical education in
scheduled periods under the
supervision of a qualified
teacher of physical edu-
cation.

First Grade

Reading (including phonics)
Numbers
Language
 Spelling
 Manuscript writing
 Oral and Written English
Social Studies
Science and Health
Art
Music

Second Grade

Reading (including phonics)
Numbers
Language
 Spelling
 Manuscript writing
 Oral and Written English
Social Studies
Science and Health
Art
Music

Instrumental music lessons
may start in grade four
and are elective on the
part of the pupil. Ele-
mentary band meets three
times per week.

TABLE V (continued)

Third Grade

Reading (including phonics)
Arithmetic
Language
 Spelling
 Cursive Writing
 Oral and Written English
Social Studies
Science and Health
Art
Music

Fourth Grade

Reading and Literature
Arithmetic
Language
 Spelling
 Oral and Written English
 Writing
Science and Health
History-early American
Geography-brief coverage of various parts of the
 earth including the United States, South
 America, Antarctic, Australia, Japan,
 India, Egypt, Greece, Switzerland, The
 Netherlands, and Norway.

Art
Music

Fifth Grade

Reading and Literature
Arithmetic
Language
 Spelling
 Oral and Written English
 Writing
Science and Health
History-later American
Geography-United States and countries to the North
 and South in North America (Canada,
 Mexico, Central America, West Indies and
 South America

Art
Music

TABLE V (continued)

Sixth Grade

Reading and Literature
 Arithmetic
 Language
 Spelling
 Oral and Written English
 Writing
 Science and Health (including conservation)
 History-world
 Geography-eastern hemisphere
 Art
 Music

Seventh Grade

Language
 Reading and Literature
 Spelling
 Oral and Written English
 History-early American to Civil War
 Geography-western hemisphere
 Science and Health (including harmful effects of
 narcotics and alcohol)
 Arithmetic
 Physical Education

Eighth Grade

Language
 Reading and Literature
 Spelling
 Oral and Written English
 History-from Civil War to modern times in America
 Civics-local, state and nation
 Science and Health (including conservation in science
 and harmful effects of narcotics
 and alcohol in health)
 Arithmetic
 Physical Education

Secondary Educational Program**Required****Electives****Grade Nine**

General Mathematics or algebra
 bra

Vocational Agriculture I
 Home Economics I

TABLE V (continued)

Secondary Educational Program (continued)Required

General Science or Biology
English I

Electives

Industrial Arts I
Spanish I
Mechanical Drawing

Grade Ten

World History
English II

Home Economics I or II
Industrial Arts I or II
Algebra I or II
Plane Geometry
Language (Spanish I)
Spanish II
Biology
Physics
Chemistry
Speech
Advanced Arithmetic
Mechanical Drawing
Typing

Grade Eleven

American History
English III

Vocational Agriculture III
and IV
Home Economics II
Algebra II
Plane Geometry
Solid Geometry and Trigonometry
Spanish I
Spanish II
Mechanical Drawing
Speech
Typing
Shorthand
Office Practice
Bookkeeping
Physics
Chemistry
Advanced Arithmetic

TABLE V (continued)

<u>Secondary Educational Program (continued)</u>		
Required	Electives	
<u>Grade Twelve</u>		
Government-one-half unit	All electives previously listed plus English IV (college preparatory English)	
Social problems-one-half unit		
Physical Education is required of all students in all grades -- one-eighth unit credit each semester.		
Driver Training is offered in a summer program to all students who are sixteen years of age or older--one- half unit.		
A total of 16 units are required for graduation -- must have three units of English, three units of social studies, two units of science, and two units of mathe- matics.		

*Records on curriculum from the office of the Superintendent of the North Mahaska Community School District, (mimeographed.)

junior high level, North Mahaska was the only school belonging to the conference which did not compete in extra-curricular activities because of having two junior highs. Each school participated on its own as best it could.

North Mahaska has cooperated in the county school effort by sending representatives to the Mahaska County Council, by operating a special room for the mentally retarded under the direction of the county, by continuing to employ the services of the county school nurse and

cooperating in various county health programs such as eye and ear testing, by using the services of the county psychologist and county speech correctionist, and by participating in the county remedial reading program.

North Mahaska has participated in college-sponsored career days at the senior high level but never at the junior high level, as was recommended.

A full time guidance instructor was employed in the district and a testing program of aptitudes, intelligence, and achievement was handled by him at all levels. Permanent records of this information and anything else pertaining to each individual student were kept in the administrator's office of each school.

Facilities were available for adult education but they have been used only by adult vocational agriculture classes.

Student insurance has been offered at all grade levels since the beginning of reorganization and covered the student from the time he left home until he returned. The cost has ranged from two to three dollars per student per year.

VI. PLANT FACILITIES

Plant facilities before reorganization. In 1957-

58 kindergarten through twelve programs were carried on at Barnes City, Lacey, and New Sharon, and kindergarten through eight programs existed in each of the four rural schools in the proposed district. During that year 120 students attended Barnes City with seventy-eight in elementary and forty-two in high school; 210 pupils went to Lacey with 135 in elementary and seventy-five in high school; and 427 pupils went to New Sharon with 297 in elementary and 130 in high school.¹ Also, fifteen pupils attended the Success School, eighteen went to the East Valley School, twelve attended the Granville School, and twenty-two attended the Center School. Only one family from the Hickory Grove School in the Black Oak District came into the North Mahaska District.²

Reorganization plans for plant facilities. The reorganization plans were to close all the rural school houses and use only the three town attendance centers. The original planning called for a kindergarten through eight program of 156 pupils plus the special education

¹Records on enrollment from the office of the Superintendent of the North Mahaska Community School District.

²Records on enrollment from the office of the Mahaska County Superintendent, personal interview.

room at Barnes City, with the high school students from there going to New Sharon. Lacey would have a kindergarten through eight program of 121 students plus approximately seventy-five in high school. New Sharon would have a kindergarten through eight program of 301 students and a high school of 130.¹

Plant facilities since reorganization. The second year of reorganization, 1959-60, found two high schools still in operation, one at Lacey and one at New Sharon. However, that year all the junior high pupils in the district (about ninety in seventh and eighth) attended a departmentalized junior high at the Barnes City School. The traveling was a rather inconvenient set-up for some, since they rode a regular bus to New Sharon and then transferred to an express bus and on to Barnes City. The special room was moved to New Sharon, and kindergarten through sixth programs continued to operate in all three schools.

In 1960-61, after many recommendations and much discussion, a single four year high school was established in the North Mahaska Community School District at New Sharon. The kindergarten through fifth program and the special room continued to operate there. Barnes City con-

¹Records from the office of the Superintendent of the North Mahaska Community School District.

tinued as a kindergarten through eight plant with those attending in sixth, seventh, and eighth who lived in Barnes City or the nearby rural area, plus all those who lived in the town of New Sharon in sixth, seventh, and eighth. Lacey also operated a kindergarten through eight program with its students in sixth, seventh, and eighth coming from Lacey and the nearby rural area, plus the rural students from the New Sharon area. Thus, now there was one high school but two junior highs. This same arrangement was continued in 1961-62. The following facilities and sites were those which existed at the three attendance centers and were in use in 1961-62.

The Barnes City site contained approximately five acres of mostly rolling land except for a rather flat area on the south side which was used for junior high athletics and physical education, as well as for summer time baseball activities. This area was fairly well lighted. The school plant itself was a brick structure and was built in 1918. A quonset-type building housing a gym and stage, plus dressing room and showers, was added in 1951. This building was connected to the regular building by means of a tunnel. It was considered a semi-fire resistant building, having two fire escapes and new fire walls with swinging doors which were put in the stair wells in 1959. Also, a

new fire alarm system was installed in 1962. The main building contained nine rooms available as classrooms, of which three have been judged too small,¹ one rather large study hall and library (fourteen hundred square feet), a lunch room which seats about ninety, a kitchen, a small gym which was used for elementary recesses, a small administrative office, a furnace room with a new heating system installed in 1960, and several small storage rooms.

The Lacey site also contained approximately five acres of fairly level land. The main building was a brick structure erected in 1915. A gymnasium-auditorium was added in 1931 and a new addition was built in 1956. There were also two former wooden frame stores separate from the main building which have been used as a shop and for music and home economics. Lacey had ten rooms available as classrooms in the regular building but five were judged inadequate, plus three more in the frame buildings which were all inadequate.² The main building also contained a study hall of 924 square feet, a very small library, a small gym of 2,700 square feet plus the dressing rooms, a lunch room which handled about one hundred people at a

¹ A. B. Grimes, "A Study on School Building Facilities for the Proposed School District of Barnes City, Lacey, and New Sharon," November, 1957, p. 10, (mimeographed.)

² Ibid., p. 13.

time, a good kitchen, a small administrative office, a furnace room with a new boiler in 1956, and a few small storage rooms.

The New Sharon site was one of only approximately two acres and much of this was taken up by the building. Expansion would be difficult because of the surrounding houses on all sides. The original building was built in 1912. A gym addition was added in 1938 and another addition on the west side came in 1954. The school owned a football and baseball field of about four and one-half acres which lay four blocks east of the building. It also had a former downtown concrete block garage building which had been converted into a shop area and bus garage. The New Sharon building had nine elementary classrooms with only the kindergarten being judged inadequate, eight high school class rooms of which three were too small, an adequate band room but no practice rooms, and adequate kitchen and dining area, a good library, a fairly adequate home economics room, very small administrative offices for the superintendent and principal, a rather small gym, a poor shop, a good boiler room, and several storage rooms

which were crowded.¹

In 1957 Grimes did a study on the existing facilities of the proposed North Mahaska Community School District prior to reorganization. The purpose of his study was to give the people of this area an idea of what would be the best way to use these facilities which they already had, if they reorganized. Grimes general recommendations at that time were to use the Barnes City and Lacey buildings for K-6 or possibly K-8 programs if certain changes were made, but not as high schools; use the New Sharon building either as a 5-12 plant, a high school with some elementary grades, or a K-8 plant and build a new high school.²

Then, in August, 1959, when various building plans were being considered, Knezevich did another study on the facilities of the North Mahaska Community School District as a determination of future needs. His recommendations were to continue to use the Barnes City building as an elementary center and as a junior high only on an emergency basis; to remove the secondary grades (seven through twelve)

¹S. J. Knezevich, "An Evaluation of School Plant Facilities in the North Mahaska Community School District and a Determination of Future Needs," (College of Education, State University of Iowa, Iowa City, Iowa, August, 1959), p. 19. (mimeographed.)

²Grimes, op. cit., pp. 17-18.

from Lacey as soon as possible and use this building similarly to the one at Barnes City; to use the New Sharon building for a K-6 program and convert the rest into a junior high or use it as a senior high only on an emergency basis, or build a new junior-senior high and merge all the pupils of these ages into one center.¹

It has been very difficult for the people of this district to decide on a proper site for building a new plant and three previous bond issues for this purpose have been voted down. A fourth will be proposed in the late summer or early fall of 1962.

Inadequacies and improvements of existing plant facilities. Both Grimes and Knezevich made some general comments as to the shortcomings and needed improvements which applied to all three existing plants if they continued. These areas will be reported on with whatever disposition that has been made toward improvement, if any.

The floors in most of the structures were wooden and needed improvement. Most of the halls and many of the rooms have been covered with asphalt tile on the floors which has greatly improved the looks and maintainance. Most of the lighting was very poor and much has been done

¹Knezevich, op. cit., 12-20.

in this area. The sanitary facilities were not very good due to lack of numbers and size of rooms. Some new types of equipment have been added here. The walls and ceilings in all buildings were in bad shape, but each summer much plastering and painting has been done, and today this problem has been pretty well taken care of. All buildings had fairly new and adequate heating plants but poor mechanical ventilation, with New Sharon having the best. Most of the main buildings were void of structural defects and a tuck-pointing program was done where needed in 1960. Many of the window frames were decaying and the putty was coming loose but this has been improved, although there was still work to be done here. None of the windows were weather-stripped which causes heat loss. The fire escapes were in good shape. Storage space for anything was at a premium in all buildings and very little could probably be done with the present set-up. A lot of money had been spent toward the improvement of furniture in the rooms and this was one of the better improvements. However, some was still needed. The locker and coat facilities were pretty poor in the grade areas with many rooms having wooden lockers or just hooks in the hall. The dressing rooms and showers in all three buildings were far too small and too few in number. The lunch rooms and kitchens were outstand-

ing in all three buildings for the amount of people they served. Quite a bit of money had been spent in this area. A program of new tackboard and shewring was conducted the first year of reorganization since there was a noticeable lack here and in 1962 this was no longer much of a problem. The chalkboards were fairly adequate in most rooms. Most of the single pull-type blinds had been replaced with the new double pull-type. Most of the playground equipment was in fairly good shape, but more pieces of apparatus could be used. The buildings on the whole, although old, had a fairly good appearance both inside and out.

The biggest problem in 1962 in the building facilities of the North Mahaska Community School District appeared to be lack of space to carry on an adequate educational program at the secondary level (seven through twelve). Most of the thinking seemed to point toward the building of a centralized junior-senior high, since this was what had been voted upon in the previous bond issues. Knezevich's study pointed out the advantages of such an arrangement.¹ However, little progress has been made to date due to the inability of the voters of the district to determine the site for a new construction. Despite the advice and recommendations of architects and building

¹Ibid., pp. 21-27.

consultants, who have been hired by the district, petty jealousies, some narrow-minded thinking, and an inability to break away from the past seemed to have slowed the educational wheels of progress in the North Mahaska Community School District.

VII. FINANCE

Finance before reorganization. One of the problems always facing a reorganization was whether this was a sound thing to do financially and could the people afford it. Some contended this was the only economic thing to do and others said it would cost them more. Both sides might be right, depending on which district one lived in and what that area's former millage rate was. For example, if one lived in the Kisor District the rate was 50.613 mills in 1957, which was the highest of the districts under consideration. However, if he lived in Richland Township the rate was 3.593 mills, which was the lowest. The millage rate for the proposed reorganization was 26.33 mills, so actually the important thing was what he got for his money.¹ If one looked at the reorganization from the over-all standpoint, it was certainly more economical to reorganize. In

¹ "Budget for the North Mahaska Community School District," 1957-58, p. 2. (Mimeographed.)

1957-58 the actual general fund expenditures for the twenty-three non-split districts amounted to \$349,551.24 and for the twenty-nine districts, the cost amounted to \$420,970.65.¹ The estimated general fund expenditures for 1958-59 for the new district in its first year of operation was \$342,980.² The actual general fund expenditure for 1960-61 was \$355,387.09 and even the actual expenditure for 1961-62 of \$378,327.64 was considerably lower than when each district was operating on its own in 1957-58.³ This plus the fact that a better educational program was being offered by better trained teachers, who were receiving much better salaries seemed to weigh heavily in favor of reorganization. Keeping in mind that the purposes of reorganization were to give the children in the area the best educational program possible, for the least possible cost, with a fair distribution of these costs among all peoples, it would seem that the new district had followed these purposes pretty closely.

Table VI shows the name of the district, its

¹ Ibid., p. 1.

² Ibid., p. 4.

³ "Budget for the North Mahaska Community School District," 1961-62, p. 6. (Mimeographed.)

approximate per cent which would come into the North Mahaska Community School District if it were a split district, its assessed valuation, its moneys and credits, its actual expense, and its mills for 1957. The totals were not actually as they were when reorganization took place because some of the percentages of districts which came in were slightly changed. Allgood and Centennial were dropped and then part of Centennial was later added, but it gives a picture of what each district looked like when it was by itself.

Financial information for reorganization. At the time of reorganization, the assessed valuation of the proposed district was \$10,123,744 and the moneys and credits totaled \$751,072. The assessed valuation per pupil was \$12,946, considerably above the recommended minimum of \$10,000. The bonding capacity of the new district was \$881,199 but the bond indebtedness of \$76,000 (\$7,000 at New Sharon, \$40,000 at Lacey, and \$29,000 at Barnes City) cut this to \$805,199 for which the district could be bonded.¹

¹"A School Reorganization Proposal of the People, by the People, and for the People's Children in North Mahaska County and Adjoining Areas," 1957, (Mimeographed.)

TABLE VI

NAME, PER CENT OF AREA OF DISTRICT COMING INTO NORTH MAHASKA,
 ASSESSED VALUATION, MONEYS AND CREDITS, ACTUAL EXPENSE,
 AND MILLS OF DISTRICTS UNDER CONSIDERATION IN 1957*

<u>Name of District</u>	<u>Per Cent</u>	<u>Assessed Valuation</u>	<u>Moneys and Credits</u>	<u>Actual Expense</u>	<u>Mills</u>
Barnes City					
Consolidated	40	934,505	---	46,573.78	32.153
Lacey Consolidated	100	1,583,450	111,000	80,256.56	17.722
New Sharon	100	1,116,748	488,095	139,984.23	34.596
Total Town		3,634,703	599,095	266,724.57	
Monroe Township	80	1,062,752	32,080	21,798.68	12.962
Darland	100	237,122	7,800	1,669.20	4.135
Johnson	88	226,572	---	1,358.26	4.855
Allgood	0	292,922	2,000	5,859.11	19.787
Chapel Hill	100	227,566	17,000	4,398.93	21.785
North Center	100	186,211	2,400	4,299.63	37.560
Elm Grove	100	209,390	---	5,162.42	17.671
Richland Township	20	308,560	22,380	5,987.58	3.593
Prairie	100	1,613,562	8,550	20,209.74	13.622
Taintor	100	339,849	800	5,581.01	21.843
Granville	95	304,092	---	4,800.72	14.839
Sugar Creek	40	504,403	19,683	19,045.14	30.738
Fairview	100	224,668	1,500	6,313.14	35.592
McMains	100	201,602	---	5,676.03	41.414
Victor	100	149,563	39,019	4,321.70	19.407

TABLE VI (continued)

<u>Name of District</u>	<u>Per Cent</u>	<u>Assessed Valuation</u>	<u>Moneys and Credits</u>	<u>Actual Expense</u>	<u>Mills</u>
Mormon Point	100	134,025	---	2,732.23	22.384
Sandridge	100	138,728	---	2,136.92	15.455
Center	100	101,108	---	3,830.95	39.562
Riggs	100	126,253	---	3,849.34	21.133
Kisor	100	177,307	2,000	5,380.50	50.613
Oak Grove	100	116,521	---	3,730.58	32.099
Norwegian	100	92,310	17,000	2,767.86	21.206
Star	100	173,263	5,000	4,168.13	37.680
Browntown	100	170,213	---	2,113.38	11.750
Lowe	100	73,800	---	2,778.39	13.252
Vail	100	219,117	10,000	3,730.58	24.983
Centennial	10	19,531	12,064	555.33	17.766
Total Rural		7,634,910	208,276	154,246.08	
Total Town and Rural		11,269,610	807,371	420,970.65	

*Records from the office of the Superintendent of the North Mahaska Community School District.

Finances today in the North Mahaska Community School District. In 1961-62 the actual general fund expenditure was \$378,327.64. The assessed valuation was \$10,987,854. The general fund balance was \$111,452.61. The moneys and credits total was \$1,080,879. The assessed per pupil valuation was \$12,866. The millage rate was 30.20 mills.¹

VIII. SUMMARY OF CHAPTER II

Size of area and enrollment. In 1957-58 thirty districts were under consideration for reorganization but twenty-nine districts or portions of districts actually made up the North Mahaska Community School District. The area covered 188 sections of land and 186 square miles. There were 948 total pupils living in the thirty districts but by the time all the changes were made, the reorganization plans were for 815 pupils. There were actually 846 attending the first year and 854 attending in 1961-62.

Teachers. In 1957-58 there were forty-eight teachers in seven schools. The reorganization plans called for a total of fifty-one teaching personnel. In 1961-62

¹ Records from the office of the Superintendent of the North Mahaska Community School District.

there were forty-seven teachers in the North Mahaska Community School District. The training and salaries of these teachers had improved greatly in the past four years.

In 1957-58, twenty-three teachers had at least a bachelors degree and twenty-five had training ranging from thirty to 105 semester hours. These forty-eight teachers were paid a total of \$172,697.08. In 1961-62 twenty-eight teachers had bachelors degrees, eleven had from ninety hours to just short of a bachelors degree, and seven had from sixty to eighty-nine semester hours. These forty-teachers received a total of \$210,155. The combination rooms have been reduced from nine in 1957-58 to one in 1961-62.

Transportation. Transportation had become more costly since 1957-58, going from a total cost of \$33,510 to \$47,717.35. However, an average of 108.26 more students were transported and 206.4 more miles were covered daily. There were three more busses, and drivers' salaries were much better. Most of the recommendations that were made have been followed.

Salaries other than teachers. A comparison of salaries of staff members other than teachers was made. These included the superintendent, the superintendent's

secretary, the bus drivers and mechanics, the cooks, and the custodians. In all cases, salaries have shown improvement since reorganization. The superintendent's salary in 1961-62 was \$9,000. There was no job such as this in 1957-58 but the three superintendents received a total of \$16,985. The superintendent's secretary received \$4,300 in 1961-62. This job did not exist in 1957-58. Two of the secretaries received \$3,450 and the other one was paid \$1.00 per hour in 1957-58. The cooks, custodians, bus drivers, and mechanics received a total of \$38,268.60 in 1957-58 and \$56,113.50 in 1961-62.

Curriculum. A comparison was made of the curriculum prior to reorganization, the curriculum that the reorganization planned for, and the present curriculum. The elementary curriculum had not shown much change in subjects offered but the reduction of combination rooms had helped. At the secondary level English III, mechanical drawing, and driver training were not offered in any of the schools in 1957-58 but were in 1961-62. Vocational agriculture, shorthand, physics, plane geometry, advanced arithmetic, chemistry, solid geometry, trigonometry, Spanish, art, and industrial arts II were not offered in all schools in 1957-58. These were available to all high school pupils in 1961-62. The curriculum offered courses to meet the

needs of those students who desired to go to college and those who desired employment or home-making pursuits following high school.

Areas which needed some additional attention were art, speech, the libraries, physical education, and remedial reading. The junior high program was somewhat handicapped because the two small junior highs were separated. Progress had been shown in the partial improvement of the libraries, the opportunities offered in the extra curricular program, the cooperation in the county special school effort, the guidance program, and the availability of good student insurance.

Plant facilities. In the area of facilities the same three town schools were still being used that were in operation before reorganization. There were no more rural schools left in the district. Several different plans had been tried to use the existing facilities since reorganization. There had been no new construction but improvements had been made on the existing plants. The present arrangement was the high school and a K-5 program occupied the New Sharon building and K-8 programs were operated at Barnes City and Lacey. Lack of space and inadequate facilities indicated that some kind of building plan was needed in the near future. A junior-senior high was needed most.

Finance. The over-all financial picture of North Mahaska seemed to be a success. The total general fund expenditure in 1957-58 for the twenty-nine separate districts was \$420,970.65. The general fund expenditure for 1961-62 was \$378,327.64. This was a difference of \$42,653.01. The proposed millage rate for the reorganized district was 26.33 mills and in 1961-62 it was 30.20 mills. The unimpaired bonding capacity in 1957-58 was \$805,199. This would have become higher as more of the debts were paid off each year.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. STATEMENT OF THE PROBLEM

The purposes of this reorganization as they were published in the New Sharon Star in 1958 prior to reorganization were largely threefold as follows: (1) to furnish the best possible educational program for all of the children in the area; (2) to do so at the least possible cost; and (3) to provide for a fair distribution of these costs among all groups of people. In order to accomplish these purposes certain realizations and recommendations were stated by the citizens committee reporting on reorganization. It was the purpose of this study to appraise this district, after the completion of its fourth year, to determine the extent to which these aims have been accomplished.

II. PROCEDURE

A review of the related literature was made to show the progress and advantages of school district reorganization. Information was obtained by personal interviews from the administrative offices of the schools at Barnes City, Lacey, and New Sharon and the office of the Mahaska County Superintendent at Oskaloosa. This infor-

mation contained the plans for reorganization and records of the location and size of the area, enrollments, teachers transportation, salaries, curriculum, plant facilities, and finance for 1957-58, the year before reorganization, and for the years since reorganization. Then a comparison of what was present prior to reorganization, what was planned for by the reorganization, and what is now available since reorganization was made in each of the categories listed. From a summary of these findings, conclusions and recommendations were made to determine the extent to which the objectives of this reorganization had been accomplished.

III. SUMMARY OF FINDINGS

In 1957, thirty districts were under consideration for the proposed North Mahaska Community School District and twenty-nine districts or portions of districts actually comprised this reorganization in 1961-62. They covered 188 sections of land and 186 square miles. Seven schools were in operation in 1957 in these districts prior to reorganization, three town and four rural. In 1961-62 only the three town schools were used. An enrollment of 829 pupils existed in these twenty-nine separate districts in 1957. There were 846 attending during the first year of reorganization and 854 attending in 1961-62.

In 1957-58 there were a total of forty-eight teach

ers, including three superintendents who were teaching in the seven schools still operating in the proposed area of reorganization. Four had masters degrees, nineteen had bachelors degrees, and twenty-five had training ranging from thirty to 105 semester hours. The total payroll for these forty-eight teachers was \$172,697.08 or an average of \$3,597.85 per teacher. The average number of years of experience per building ranged from eight and one-half years per teacher at Lacey to twenty-one years per teacher for the four rural teachers. The reorganization plans called for one superintendent, unit administrators to head each of the three schools, twenty-eight elementary teachers, and nineteen high school teachers. This made a total of one superintendent, three unit administrators and forty-seven teachers. Teachers were to teach in their major field, only, if possible. The number of combination rooms was to be reduced.

In 1961-62 there were forty-six teachers plus one superintendent. Sixteen taught in high school and thirty taught in the grades. Twenty-eight of these teachers had at least a bachelors degree, eleven had from ninety semester hours to just short of a bachelors degree, and seven teachers had from sixty to eighty-nine semester hours. All were teaching in their chosen field. A salary schedule

came into being in 1959. Salaries ranged from \$3,300 to \$7,000 in 1961-62 and the total amount paid to the forty-six teachers was \$210,155 or an average of \$4,568.59. There was only one combination room left in the district, and that only for a half day at Barnes City.

In 1957-58 a total of 486.74 pupils were transported each day on the average for the three town schools. The average cost per pupil was \$68.04 per year, if they had been figured together at that time. There were sixteen busses, including one spare, and fifteen drivers who were covering 853.6 miles per day for a total of 152,799.4 miles per year. The total cost of the three operations was \$33,594.75.

The reorganization plans for transportation recommended; that the spoke system of bus routing be used, and it had been where possible; that busses should not pick up both elementary and high school students who would be delivered to two or more attendance centers, and this had been followed; that no student should be required to ride more than fifty minutes between his home and school, and most rode much less; and that kindergarten pupils be transported to their homes after each half day of school attendance, which they were, except at Lacey where they went a full day. The earliest morning pick-up was 7:35 A.M., which was the same as it was before reorganization. Express

busses were used in 1961-62 between Barnes City and New Sharon, and between Lacey and New Sharon for high school and junior high students. An average of 595 pupils were transported per day at an average yearly per pupil cost of \$80.20. There were nineteen busses and fifteen drivers who covered 1,060 miles per day or a total of 189,740 miles per year. The total cost of transportation was \$47,717.35.

The salaries of other staff members other than teachers were proportionately raised. The other salaries reported were those of the superintendent, the secretary of the superintendent, the bus drivers and mechanics, the cooks, and the custodians. In each of these, a comparison was made between the salaries of the 1957-58 and 1961-62.

In the area of curriculum, a comparison was made of the curriculum before reorganization, the curriculum that was planned for by the reorganization, and the curriculum of 1961-62, respectively. The elementary curriculum had not shown much change in subjects offered but the reduction of combination rooms had allowed the teachers at the elementary level to give their attention to just one group. At the secondary level more subjects were being offered to more students now than before reorganization. English III, mechanical drawing, and driver training had not been offered in any of the schools but were now being offered in the curriculum. Also, some

subjects were offered at one school and not at another, so by reorganizing, all the students had a larger curriculum to choose from. It had been recommended that full time speech and art instructors, who were fully qualified, be hired. This had not been done. There were speech instructors at the high school level and speech was offered, but at the grade levels, speech was only integrated into the language part of the curriculum by the regular teacher. There was a county speech correctionist who visited the grade centers once a week for a semester to help those who had been recommended by the regular teacher as needing special help. There had never been a fully qualified art teacher hired by the district at any level, and art was also just integrated into classes as best it could be. The remedial reading program that was recommended for every age level was only offered as a summer time program at the county level for those who were recommended by the teachers as needing help and was not on a compulsory basis. This program was done in Oskaloosa and the pupil had to furnish his own transportation. The library systems had been improved in the district by the addition of many new books, with special emphasis on dictionaries and encyclopedias, and by installing a system of order at each of the schools. However, a trained librarian had never been hired to super-

vise this program. The physical education program met all of the state requirements, but in high school each student received only the minimum of fifty minutes per week. There was no woman physical education teacher so this area was handled by the men coaches. The level of physical education, by qualified instructors, extended down into the seventh grade. Below this level, the regular teacher was responsible for physical education in the form of recesses and fifteen minutes per day for physical fitness. The physical education program was somewhat handicapped by lack of facilities, such as a swimming pool and a track, and equipment such as a trampoline and adequate tumbling mats. The extra-curricular program offered a great variety in instrumental and vocal music, forensic, journalism, and athletics at the high school level. North Mahaska had competed at a high level in all extra-curriculars as a member of the Des Moines River Valley Conference. At the junior high level, North Mahaska was the only school belonging to the conference which did not compete in extra-curricular activities because of having two junior highs. Each school participated on its own as best it could.

North Mahaska had cooperated in the county school effort by sending representatives to the Mahaska County Council, by operating a special room for the mentally

retarded under the direction of the county, by continuing to employ the services of the county school nurse and co-operating in various county health programs such as eye and ear testing, by using the services of the county psychologist and county speech correctionist, and by participating in the county remedial reading program.

North Mahaska had participated in college-sponsored career days at the senior high level but never at the junior high level, as was recommended.

A full time guidance instructor was employed in the district and a testing program of aptitudes, intelligence, and achievement was handled by him at all levels. Permanent records of this information and any thing else pertaining to each individual student were kept in the administrator's office of each school.

Facilities were available for adult education but they had been used only by adult vocational agriculture classes.

Student insurance had been offered at all grade levels since the beginning of reorganization and covered the student from the time he left home until he returned. The cost ranged from two to three dollars per student per year.

In 1957-58 Barnes City, Lacey, and New Sharon operated K-12 plants and the four rural schools operated

K-8 systems. The reorganization plans were to close all the rural schools and use only the three town schools. This had been done, with various arrangements being tried the past four years. In 1960-61 a single four-year high school was established at New Sharon, junior highs existed at Barnes City and Lacey, and elementary students still attended all three centers. The existing facilities and sites were reported as to the availability of rooms, the improvements which had been made, and the inadequacies which still existed. Adequate lunch programs were carried on at all three attendance centers. Also, the recommendations of two previous studies on building facilities in this district were reported. A bond issue for the construction of a centralized junior-senior high had been defeated three times. Another election was planned for late summer or early fall of 1962. The main problem at this time, concerning building facilities, was the lack of space to carry on an adequate educational program at the secondary level.

From the financial standpoint, reorganization of the North Mahaska Community School District had been more costly for some and less costly for others, depending on what their former millage rate was. The proposed rate for the first year of reorganization was 26.33 mills. In 1961-62 it was 30.20 mills. The cost for all the districts separately

operating in 1957-58 was \$420,970.65. The actual cost for 1961-62 was \$378,327.64. At the time of reorganization the assessed valuation was \$10,123,744, the moneys and credits totaled \$751,072, the assessed valuation per pupil was \$12,946, and the unimpaired bonding capacity was \$805,199. In 1961-62 these figures had been slightly raised.

IV. CONCLUSIONS

The North Mahaska Community School District covered approximately the area and enrollment for which it was planned. The enrollment seemed to be as predicted.

Progress had been made in the area of teachers by the advancement in training of those hired, the improvement of salaries which attracted better teachers, the effort to get all teachers working in their major field, and the reduction of combination rooms at the elementary level.

Bus transportation had been more costly, but the whole system had been enlarged. More pupils were transported, more miles were covered, more busses were operated and driver's salaries were higher. The transportation system seemed to be adequate and the increase in cost did not seem unreasonable. Most of the recommendations in the area of transportation had been followed.

The salaries of staff members other than teaching personnel had improved proportionately with reorganization.

The curriculum, in general, had been improved most noticeably in course offerings at the secondary level, where additional subjects were now offered to more people. Objectives which had not been followed in this area were that no full time speech or art instructors had ever been hired, the remedial reading program was limited to summer time on a voluntary basis, no trained librarian had ever been hired, there was no woman physical education teacher for girls nor any elementary physical education teacher, the physical education program met the minimum requirements but lacked certain facilities and equipment to be a real good program, the junior highs were handicapped in competing in extra curricular activities because they were not together, and there had been no participation in college-sponsored career days at the junior high level.

Curricular recommendations which had shown progress and improvement were that the curriculum seemed to meet the needs of both those students desiring college education following high school, and those who desired immediate employment or home-making pursuits, the partial improvement of the libraries, the number of opportunities offered in the extra-curricular program, the cooperation in the county special school effort, the employment of a full-time guidance instructor and a good guidance program, the availability of facilities for adult education, and the availability of student insurance.

There had been no new construction but improvements had been made on the existing plants and they had continued to be used. However, lack of space and inadequate facilities indicated that some kind of building plan was necessary in the near future. A junior-senior high building was needed most.

Financially, the reorganization seemed to be a success. The total picture had cost less money than when the individual districts were by themselves. The district itself had plenty of money and this would not be a problem if the vote for a new construction were successful.

V. RECOMMENDATIONS

An effort should be made to continue the improvement in the area of advancement in teacher training. This could probably be stimulated by keeping the salary schedule up with the rising cost of living. The salaries of the other members of the staff should be raised, proportionately, with those of the teachers.

A study on curriculum should probably be undertaken in the near future. Full time art and speech instructors should be hired, as well as a woman physical education teacher. Also, some attention should be given to the inadequacies in the physical education program.

The two junior highs should be combined as soon as

possible.

Probably the most important recommendation should be the building of a new junior-senior high school. This would solve many problems which now exist in the North Mahaska Community School District.

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